



## **Stevensville H S, LE0733**

**Initial Plan Submission ARP ESSER Funding  
2021**

# Table of Contents

## [Table of Contents](#)

### [Introduction: Plan Basics](#)

### [Section 1 - School District Identified Priorities](#)

[Priority 1](#)

[Priority 2](#)

[Priority 3](#)

[Data Points Used to Identify Priorities](#)

[Student Groups Most Affected](#)

### [Section 2 - Meaningful Consultation](#)

[Stakeholders Consulted in Development of Plan](#)

[Methods used to seek stakeholder input](#)

### [Section 3: Goals](#)

[Instruments](#)

[Goals](#)

[Student Group Goals](#)

### [Section 4: Coordinating Funds](#)

### [Section 5: Creating a Safe and Healthy Learning Environment](#)

### [Section 6: Addressing Lost Instructional Time](#)

[20% Set Aside](#)

[80% Set Aside](#)

### [Section 7: Supporting the Educator Workforce](#)

### [Section 8: District Monitoring of Impact](#)

# Introduction: Plan Basics

State Date	8/16/2021 20:30
End Date	8/16/2021 22:06
Recorded Date	8/16/2021 22:06
Response ID	R_3IWZqxGkneqWIV3
County	Ravalli
District	Stevensville H S, LE0733
Submitter Name	BOB MOORE
Submitter Role	District-level Administrator
Submitter Official Email	MOOREB@STEVENSVILLE.K12.MT.US
Submitter Phone	
Initial or Revised Plan	Initial Plan Submission

# Section 1 - School District Identified Priorities

## Priority 1

Highly qualified staff hiring and retention efforts to including additional staffing to address student learning acceleration/remediation and mental health needs.

## Priority 2

High quality instructional training, and connectivity to address diverse instructional settings and students needs for both face-to-face and distance learning.

## Priority 3

Clean and safe learning environments that provide space for instructional as well as mental health needs of staff and students. To include additional spaces for reduces class size, counseling centers, and general building cleaning and disinfection.

## Data Points Used to Identify Priorities

School community surveys and input from the parents, staff, students, and the community. In additions, absence rates, teacher retention rates, summer school, failure rates, and state and local assessments.

## Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

Student Group	More affected than others in this district
Economically Disadvantaged (Free and Reduced Lunch)	Yes
White	Yes
Black or African American	
American Indian or Alaska Native	
Multi-Racial	
Migrant	
Homeless	Yes
Foster Youth	

Children with Disabilities	Yes
Male	
Female	
English Language Learners	
Other (please identify in the box below)	

# Section 2 - Meaningful Consultation

## Stakeholders Consulted in Development of Plan

Stakeholder Group	Consulted?
Parents	Yes
Students	Yes
Teachers	Yes
Staff	Yes
Tribal Governments	
Local Bargaining Units	Yes
Educational Advocacy Organizations	
County Health Departments	
Community Members	Yes
Other (please identify in the box below)	

## Methods used to seek stakeholder input

Methods	Used?
Webinars	
Public Meetings	Yes
Website	Yes
Media	
Social Media	
Email	
Other (please identify in the box below)	Yes
	Google Survey of Entire Community available via website

# Section 3: Goals

## Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

Math Goal	Stevensville Students are screened using the AIMSWEB assessment (Grd 3-9) and ACT (grd 11-12). Using these assessments as a benchmark, it is our goal for our students to meet or exceed benchmarks and or state math scores by the completion of the school year.
ELA Goal	Stevensville Students are screened using the AIMSWEB assessment (Grd 3-9) and ACT (grd 11-12). Using these assessments as a benchmark, it is our goal for our students to meet or exceed benchmarks and or state ELA scores by the completion of the school year.
Other Goal	The District is accredited through Cognia and has identified goals in the areas of Student Achievement (Reading, Math, Writing strategies, curriculum and data review, technology integration), Employee Excellence (mentoring, recruitment, retention, and professional development), Operations and Capacity (network and backbone upgrades, classroom instructional technology, bandwidth/access).

## Goals

For each goal find the following below:

- Identify what strategies/action steps will be used to support the achievement of the goals.
- Describe a realistic and achievable timeline to achieve the goals.
- Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

Math Goal	Curriculum review and alignment to state standards 2021-2022 - Curriculum Director Purchase and utilize research based programs for instruction, remediation, and acceleration Professional development in Pearson Math and SAVVAS Realize - Completed 2021 Ongoing monitoring of results through AIMSweb SBAC, ACT and AP assessments
ELA Goal	Provide content area reading and writing training for instructional staff - Complete Align curriculum to Montana standards Utilize research based programs for instruction remediation and acceleration. Ongoing monitoring of results through AIMSweb SBAC, ACT and AP assessments
Other Goal	The school improvement team and building leader ship teams implement the strategies and action plans. Each goal has multiple critical initiatives. Critical Initiative. Objectives Ensure all administrators and staff effectively integrate technology standards into curriculum. Critical Initiatives Implement new technology standards adopted by Stevensville School District.

Start Date:09/01/2017End Date:09/01/2020

Key Measures

Critical Initiatives

Put technology in kids' hands; 2:1 ratio

Start Date:09/01/2017End Date:09/01/2020

Key Measures

District has enough devices to ensure a 2:1 ratio.

Critical Initiatives

Cyber Safety Course (digital citizenship)

Start Date:09/01/2017End Date:09/01/2020

Key Measures

Data showing completion of course.

Critical Initiatives

Full transition to Google Calendar and email.

Start Date:09/01/2017End Date:09/01/2020

Key Measures

District adopted and implemented use.

Critical Initiatives

IT Staffing to maintain network growth/1.5 (Full time works with half time. Half time can also serve as instructional coach)

Start Date:09/01/2017End Date:09/01/2020

Key Measures

District Tech is maintained and working properly

Critical Initiatives

Purchasing new technology

Start Date:09/01/2017End Date:09/01/2029

Key Measures

Purchased Technology is inventoried.

Critical Initiatives

Provide professional development for content area reading instruction.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments

Critical Initiatives

Utilize research based programs that address reading strategies to improve student performance.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments

Critical Initiatives

Align reading curriculum to Montana State Standards and Assessments.



Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments.

Critical Initiatives

Provide professional development for math instruction.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments

Critical Initiatives

Utilize research based programs that address math strategies to improve student performance.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments

Critical Initiatives

Align math curriculum to Montana State Standards and Assessments.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Student performance and growth on assessments

Critical Initiatives

Provide professional development and training for all teachers in Pearson Math and SAVVAS Realize.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Staff implementing SAVVAS Math

Employee Excellence

Objectives

Develop and maintain a mentoring program focusing on increasing teacher recruitment and retention.

Critical Initiatives

Plan and provide a PIR day luncheon for mentors and proteges.

Start Date:08/22/2016End Date:08/24/2020

Key Measures

95% of mentors and proteges attending the luncheon

Critical Initiatives

Year Two-- Research stipend or release time for mentors.

Start Date:09/05/2017End Date:12/10/2020

Key Measures

Stipends part of the CBA

Critical Initiatives

Communicated clear vision for professional development based on staff feedback.

Start Date:11/02/2020End Date:05/27/2022

Key Measures

Exit surveys: understanding, quality, relevance

	<p>Implementation surveys one month after PD  Critical Initiatives  Create a consistent K-12 communication template</p> <p>Start Date:11/02/2020End Date:05/27/2022  Key Measures  Critical Initiatives  Hire or assign half time Instructional Technology Coach (this person also works as half time IT)</p> <p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Tech coach is hired.  Critical Initiatives  Ongoing Professional Development (GAFE, IC, SmartBoard, etc)</p> <p>Start Date:09/01/2017End Date:09/01/2029  Key Measures  Data shows percentage of staff getting PD  Critical Initiatives  Library of Tutorials</p> <p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Teacher's have access to PD library.  Critical Initiatives  Cyber Safety Course (digital citizenship)</p> <p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Staff data that shows participation in program.  Critical Initiatives  Computer Competency Requirements</p> <p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Teacher's are proficient in stated platforms.  Critical Initiatives  Tech Team in each building meets monthly to assess and carry out school technology needs.</p> <p>Start Date:09/01/2018End Date:09/01/2020  Key Measures  Meeting agendas include notes to document meeting.  Operations and Capacity  Objectives  Maintain overall district telecommunications and network equipment and systems.  Critical Initiatives  IT Staffing to maintain network growth/1.5 (Full time works with half time. Half time can also serve as instructional coach)</p>
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<p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Tech maintenance is up to date.  Critical Initiatives  Updating Smart boards across the district with a 7 year plan established.</p> <p>Start Date:09/01/2017End Date:09/01/2029  Key Measures  Schedule is being followed.  Critical Initiatives  Splitting network into three different areas: Create separate sub nets for each school on the district network; will increase the speed capacity</p> <p>Start Date:09/01/2017End Date:09/01/2020  Key Measures  Sub nets are created and showing increased speeds.</p>
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### Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

Student Group	Distinct Math Goal	Distinct ELA Goal	Distinct Other Goal
American Indian or Alaska Native	Yes	Yes	Yes
Black or African American	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes
Multi-Racial	Yes	Yes	Yes
White	Yes	Yes	Yes
Free and Reduced Lunch	Yes	Yes	Yes
Homeless	Yes	Yes	Yes
Students with Disabilities	Yes	Yes	Yes
None			

Math Goal for Each Identified Student Group

We educate all student with the same math goal of attaining benchmark or scoring at or above state scores in

AIMSweb, SBAC, ACT and other assessments. Special needs students may have a specific goal in this area based on the IEP.

#### ELA Goal for Each Identified Student Group

We educate all student with the same ELA goal of attaining benchmark or scoring at or above state scores in AIMSweb, SBAC, ACT and other assessments. Special needs students may have a specific goal in this area based on the IEP.

#### Other Goal for Each Identified Student Group

The District is accredited through Cognia and has identified goals in the areas of Student Achievement (Reading, Math, Writing strategies, curriculum and data review, technology integration), Employee Excellence (mentoring, recruitment, retention, and professional development), Operations and Capacity (network and backbone upgrades, classroom instructional technology, bandwidth/access). The District holds these goals for all students, staff, and operational staff.

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

# Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

Funding Source	Plan to Coordinate with ARP-ESSER Funds
Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)	Yes
Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)	
Title I, Part C of the ESEA (Education of Migratory Children)	
Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)	
Title II, Part A of the ESEA (Supporting Effective Instruction)	Yes
Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)	
Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)	Yes
Title IV, Part B of the ESEA (21st Century Community Learning Centers)	
Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)	
McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act	
Carl D. Perkins Act Career and Technical Education Act	Yes
IDEA, Part B (Excess costs of providing FAPE)	Yes
IDEA, Part B (Coordinated Early Intervening Services)	
Workforce Innovation and Opportunity Act	Yes

# Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

Evidence Based Practice	Planning to Use
Mental health supports	Yes
Social emotional learning	Yes
Academic support	Yes
Extended learning/enrichment	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students.	Yes
Locating absent students and re-engaging disconnected youth	Yes
Providing safe, healthy, inclusive learning environments.	Yes
Activities to address the unique needs of at-risk populations.	Yes
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
Purchasing supplies to sanitize and clean the facilities	Yes
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Yes
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Yes
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Yes
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air	Yes

cleaning, fans, control systems, and window and door repair and replacement	
Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

# Section 6: Addressing Lost Instructional Time

## 20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	
Wraparound academic/health/social services	Yes
SEL learning supports	Yes
Evidenced-based curriculum	Yes
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Yes
Accelerating learning through instructional approaches:Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	Yes
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	Yes
Using data about students opportunity to learn indicators to help target resources and	Yes



support	
Professional Learning Communities	Yes
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	Yes
Other (please identify in the box below)	

## 80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

Evidence Based Practice	Planning to Use
Extended learning time	Yes
Tribal/community engagement	
Wraparound academic/health/social services	Yes
SEL learning supports	
Evidenced-based curriculum	Yes
Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.	Yes
Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.	Yes
Accelerating learning through instructional approaches:Out-of-school time programs- Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.	Yes
Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences.	Yes
Access to and effective use of technology	Yes
Engaging families in digital learning training and effectively using technology and platforms	Yes
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction	Yes
Providing information and assistance to parents and families on how they can effectively support students	Yes
Tracking student attendance and improving student engagement provided by the school	Yes
Using data about students opportunity to learn indicators to help target resources and support	Yes

Professional Learning Communities	Yes
Access to advanced coursework, dual enrollment, work-place learning, and/or internships	Yes
Career, Technical, and Agricultural Education expenses (approved under Perkins Act)	Yes
Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs	Yes
Mental health supports	Yes
Hiring new staff and avoiding layoffs	Yes
Meeting the nutritional needs of underserved students	Yes
Locating absent students and re-engaging disconnected youth	Yes
Providing safe, healthy, inclusive learning environments	Yes
Activities to address the unique needs of at-risk populations	Yes
Developing and implementing procedures and systems to improve the preparedness and response efforts	Yes
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Yes
Purchasing supplies to sanitize and clean the facilities	Yes
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Yes
Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Yes
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Yes
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Yes

Other (please identify in the box below)	

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

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# Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

Option	Planning to Use
Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff	Yes
Cover costs of bonuses for recruiting and retaining educators and support personnel	Yes
Additional pay for additional work	Yes
Class-size reduction	Yes
Technology to support learning: enable students to learn anywhere and teachers to teach essential standards	Yes
Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)	Yes
Staffing additional physical and mental health support staff (counselors, social workers)	Yes
Other (please identify in the box below)	

The estimated number of jobs (FTEs) that have been or will be created by the school district through the district’s planned use of ESSER III Funds.

6
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The estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA’s planned use of ESSER III Funds.

6
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If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

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# Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

## Description of Monitoring Plan

The District has developed a comprehensive plan to remediate/accelerate student instruction for students not meeting local, state, and national assessment benchmarks in core areas. The District will provide tutoring before and afterschool, summer school, and credit recovery programming in each building. Tutoring will be a minimum of 3 days per week for one hour and summer school recovery will run 3-5 days per week for six weeks. The District will also be hiring additional instructional staff 3.0 FTE and mental health staff 1.0 FTE to address disproportionately impacted students.

Research based curricular and assessment materials will be purchased for remediation as will online course offerings for credit recovery.

Type of Data	Planning to Use
Early Warning System	
Interim Formative Assessment	Yes
Opportunities to Learn surveys	
Summative assessments	Yes
Chronic absenteeism	Yes
Student engagement	Yes
Use of exclusionary discipline	
Advanced coursework	Yes
Access to technology	Yes
Educator PD on technology	
Access to and preparation of high-quality educators	Yes
Access to mental health and nursing staff	Yes
Student, parent, or educator surveys	Yes
Per-pupil expenditures	
Classified and certified staff (numbers of positions or people)	Yes
Summer, Afterschool, and ESY enrollment	Yes

Health protocols	
Student enrollment by Mode of instruction	
Student attendance by Mode of Instruction	
Other (please identify in the box below)	